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ABSTRACT

A model which secondary school administrators, teachers, and students can use for school activities programs is provided in this publication. Thirteen attributes of a successful program are described along with the roles which student leaders, superintendents, boards of education, principals, school activity advisors, and coordinators ought to play in such programs. The central and coordinating function of the student government is emphasized. Brief suggestions for evaluating both the school activities program and the student government are given and a publication of the National Association of Secondary School Principals is noted as a valuable resource. A resource list with names, addresses, and telephone numbers of 10 organizations concludes this guide. (JH)

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School Activities: A Program To Enhance The Curriculum

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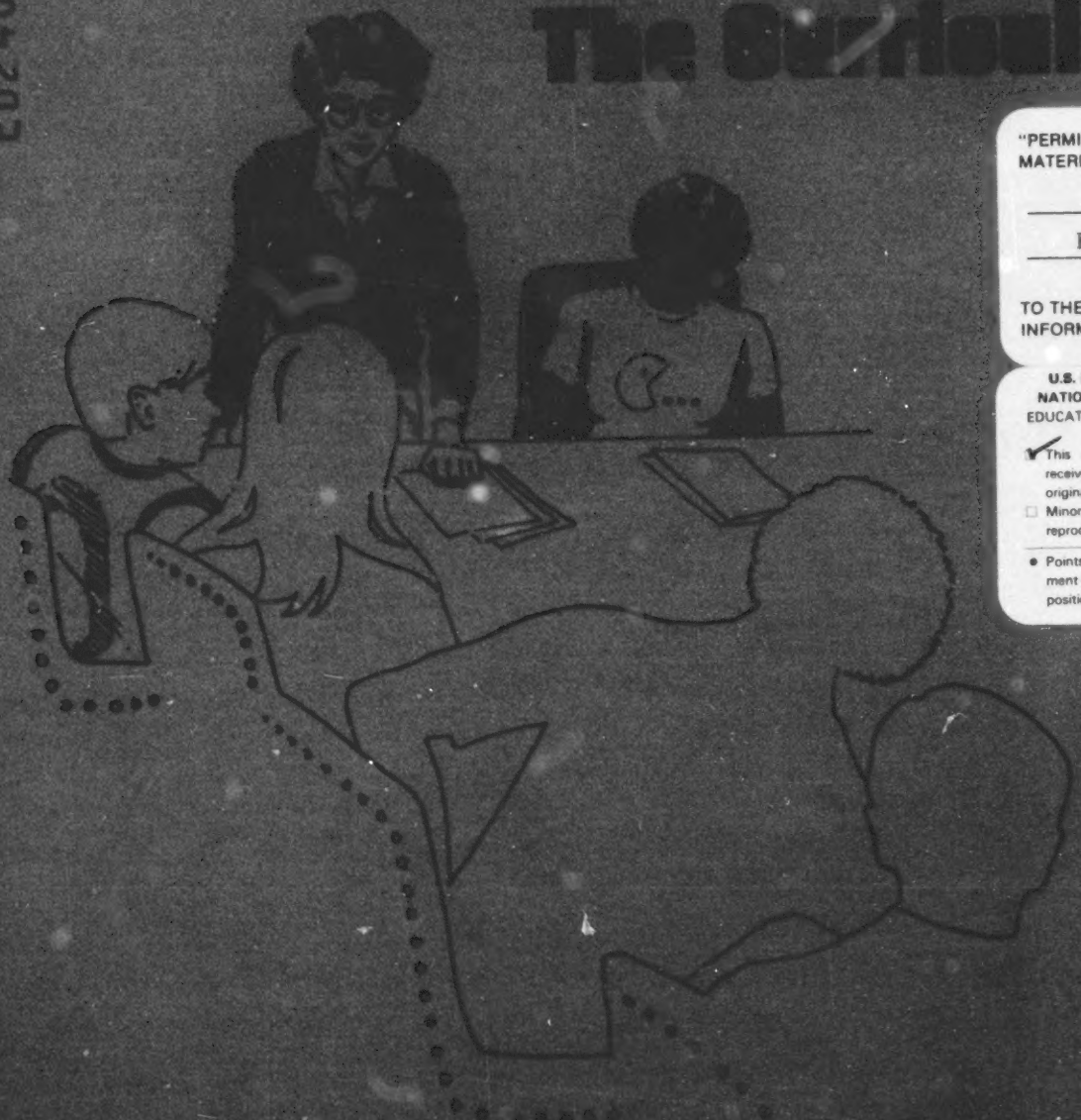

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The University of the State of New York • THE STATE EDUCATION DEPARTMENT
Student Affairs Task Force • Division of Pupil Services • April 1982

SCHOOL ACTIVITIES:
A PROGRAM TO ENHANCE
THE CURRICULUM

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1983

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FOREWORD

The Student Affairs Task Force advises school officials and students on matters related to students' participation in school activities in the secondary school. The organized "extracurricular program" or "School Activities Program," is a vital component of the secondary school.

This publication provides a model which secondary school administrators, teachers, and students throughout the state can use for School Activities Programs. This model describes the characteristics of an effective School Activities Program and the roles which student leaders, principals, family members, school activity advisors, and School Activity Program coordinators ought to play in such a program. The central and coordinating function of the Student Government in the School Activities Program is emphasized.

This publication was prepared by representatives of the New York State Student Advisors Association (NYSSAA), the School Administrators Association of New York State (SAANYS) and members of the staff of the Education Department. These persons are listed below:

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SCHOOL ACTIVITIES PROGRAM

The School Activities Program comprises all of the organized extracurricular activities available to secondary school students. The School Activities Program expands on what students learn in the classroom, develops students' personal interests, and augments formal instruction. Such a program provides extensive opportunities for personal growth and appeals to all students in the school. An effective student government must develop and coordinate the School Activities Program if the program is to be successful.

ESSENTIALS OF A SCHOOL ACTIVITIES PROGRAM

The following are attributes of a successful School Activities Program:

1. Addresses the current needs and interests of all facets of the student population whether intellectual, recreational, or social.
2. Has the potential to reach the entire school body.
3. Promotes school spirit and pride, and a sense of community among faculty members and students.
4. Provides students an opportunity to be recognized by parents, teachers, administrators, community members, and peers for efforts in school activities.
5. Provides both individual and group growth experiences.
6. Extends to students a share of the responsibility for making the School Activities Program successful.
7. Includes a student government.
8. Provides students an opportunity to develop and practice the skills they need to function in a democratic society.
9. Provides students an opportunity to make decisions.
10. Provides open channels of communication among the various members of the school community, including students, teachers, advisors, and administrators.
11. Receives leadership and support from school and school district administrators and the board of education.
12. Is well planned and coordinated and includes an evaluation component.
13. Is recognized as one of the quality indicators of the school program.

STUDENT GOVERNMENT

On March 2, 1981, Governor Hugh Carey made the following statement on student government when he proclaimed April 28, 1981, as Student Leadership Day:

> "Student government organizations offer young people early and vital experience in democratic processes and in developing civic responsibility.
>
> "The past decade in America indicates that students are ready to provide a responsible voice in their own affairs, and can make education more effective through that voice.
>
> "Administrators, faculty, parents and taxpayers can benefit in the conduct of their proper authority by the assistance of students acting through student government."

The student government has two major functions: to represent the interests of the student body in the school community and to participate significantly in the management of the School Activities Program. Key elements of each function are noted below:

1. Representing the student body:

   a. Speaks for and communicates with all students; meets during the school day to allow all students to participate.

   b. Uses democratic procedures to organize and conduct the student government.

   c. Observes due process in resolving disagreements within the organization; promotes the observance of due process in the application of school rules and regulations to students.

   d. Responds to specific ad hoc concerns of individuals or groups within the student body.

   e. Represents students on school or community committees.

2. Managing The School Activities Program:

   a. Grants charters to all school activities.

   b. Supports all school activities without bias or prejudice.

   c. Coordinates the student activities calendar.

   d. Coordinates all fund-raising.

   e. Administers grants of funds by the board of education or the administration to school activities.

ROLE OF STUDENT LEADERS

Elected or appointed student officers of school activities groups, including student government, should have the following qualities:

1. Be a model of good citizenship. Student leaders should be involved in establishing and reviewing school rules and policies. If they are involved in this process, student leaders should share responsibility for encouraging all students to abide by existing rules and policies.

2. Understand and discharge the duties they assume under the charter for their program. Recognize that leadership positions require investments of time and effort, and work accordingly.

3. Acquire skills in democratic group procedures and practice them.

4. Develop skills in fiscal management.

5. Initiate action, through student government or student activities, in response to student concerns.

6. Serve as a liaison between students and staff.

7. Recruit and train other responsible leaders.

8. Help students to understand and participate in the School Activities Program.

9. Interpret the School Activities Program to community groups.

ROLE OF THE BUILDING ADMINISTRATOR

> "The principal has the most important role in the School Activities Program, as the responsible leader for both instructional and managerial functions, setting a climate for learning and showing concern for student requests and concerns. If the School Activities Program is to complement the instructional goals for the other two curricula and contribute to the total education process of adolescents, then it must be considered a major responsibility for the principal." (The "other two curricula" are the required and elective courses of study).
>
> Responsible Student Involvement, National Association of Secondary School Principals, 1975. P. 25

As part of the role described above, the principal has the following responsibilities:

1. Implements all district policy concerning the School Activities Program.

2. Delegates specific responsibility for the School Activities Program to a faculty coordinator and provides that person with reasonable time and resources to accomplish the assignment.

3. Promotes support for the School Activities Program among the staff.

4. Encourages community awareness and cooperation.

5. Participates in school activities, especially student government and uses the government as an advisory body wherever possible.

6. Encourages, recognizes, and commends student leadership efforts throughout the School Activities Program.

ROLE OF THE FACULTY

The School Activities Program flourishes in direct relationship to faculty participation and support. Faculty members:

1. Encourage all students to participate.

2. Serve as advisors to school activities.

3. Offer their skills or other resources to school activities when appropriate.

4. Correlate classroom instruction to projects for school activities when practicable.

ROLE OF SCHOOL ACTIVITY ADVISORS

Every school activity has an advisor. Advisors have some expertise and considerable interest in their activities. Equally, if not more important for advisors of school activities, is the capacity to relate to and guide students in a relatively informal group setting so as to provide practice in democratic group procedures and in the exercise of leadership skills. In addition, advisors:

1. Supervise the planning and coordination of their particular activities, including the budgetary aspects.

2. Evaluate the outcomes of their school activities, in terms of their charters, and report annually to their school principals.

3. Consult regularly with the principal or the coordinator on the progress of their student activities.

4. Advance the interests of students in the school activities with the administration, faculty, and community; acquaint them with school activity accomplishments and problems.

5. Advise individual students on personal as well as school activity matters.

6. Train students for leadership roles.

ROLE OF THE SUPERINTENDENT AND BOARD OF EDUCATION

District-level support of the School Activities Program is essential and includes:

1. Program support, in which the superintendent and board of education:
   a. Approve a School Activities Program coordinator.
   b. Require a School Activities Program that responds flexibly but reasonably to the interests of the entire student body.
   c. Provide sufficient time for the School Activities Program.
   d. Encourage community awareness of and participation in the School Activities Program.
2. Fiscal support, in which the superintendent and board of education:
   a. Provide adequate compensation to advisors and coordinator.
   b. Underwrite in-service educational opportunities for the coordinator, such as attendance at workshops and conferences.
   c. Establish a budget line for the School Activities Program.
   d. Appropriate seed money to be administered by the student government to support the School Activities Program.

ROLE OF THE SCHOOL ACTIVITIES PROGRAM COORDINATOR

The coordinator must be an effective administrator and also possess skills in inter-personal relationships and group leadership. The coordinator:

1. Manages and evaluates the School Activities Program.
2. Establishes the goals and expectations of the School Activities Program with students, advisors, staff, and administrators and presents them to the principal who then presents them to the chief school administrator and the Board of Education.
3. Supervises the fiscal aspects of the School Activities Program.
4. Serves as student government advisor whenever such an assignment is possible.
5. Serves as a consultant to the principal on matters relating to the School Activities Program.
6. Presents student concerns to the staff, administrators, and the board of education.

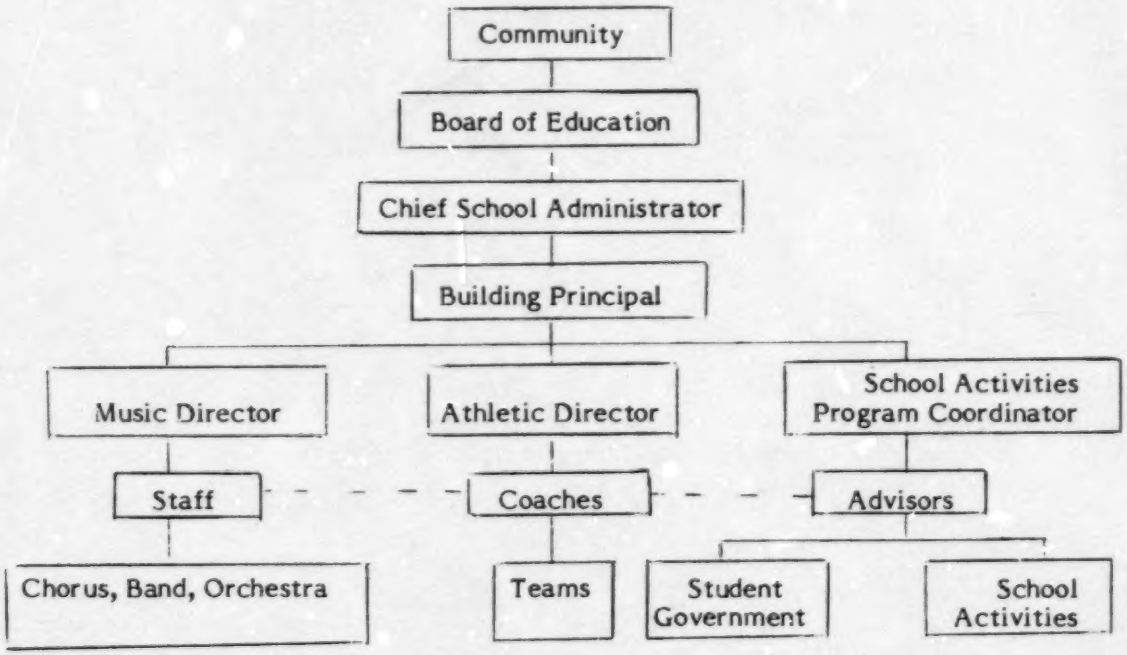
7. Meets regularly with advisors of school activities.

8. Promotes support for the School Activities Program among the faculty.

9. Arranges student leadership training, perhaps through a leadership training program.

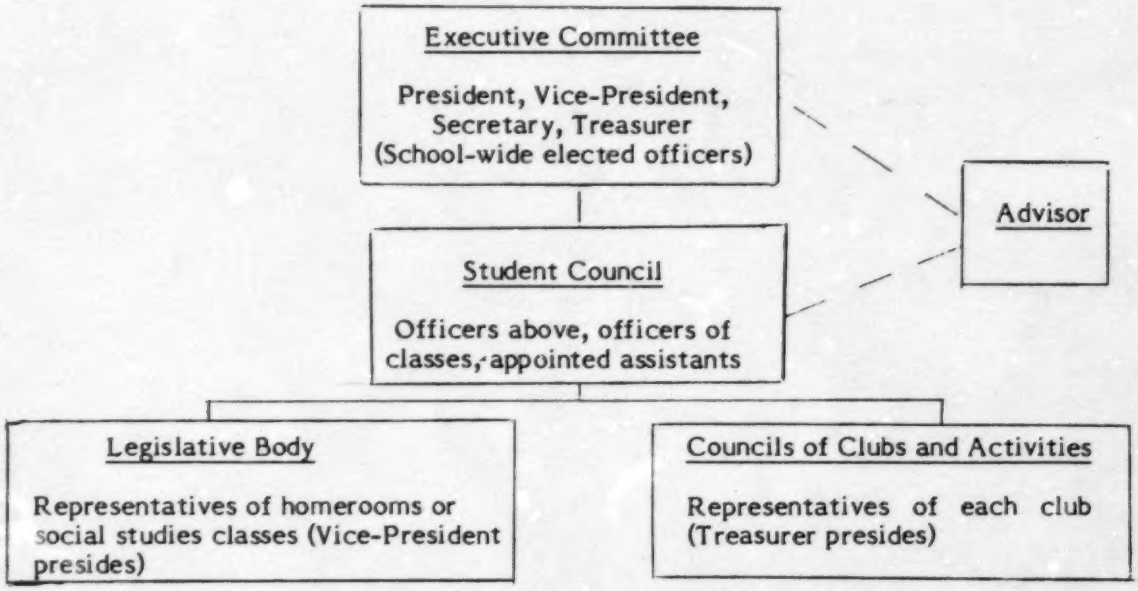
SCHOOL ACTIVITIES PROGRAM ORGANIZATION CHART

The School Activities Program can be organized in many ways depending on local circumstances. Each district must determine the relationships between the music program, the athletic program, and the remainder of the School Activities Program. One organization of relationships between these programs is depicted below:



STUDENT GOVERNMENT ORGANIZATION CHART

Student government may also be organized in a number of different ways. Under the leadership of the principal and the Student Activities Program Coordinator, one model for student government could be the following:


Executive Committee
President, Vice-President, Secretary, Treasurer (School-wide elected officers)
Advisor
Student Council
Officers above, officers of classes, appointed assistants
Legislative Body
Representatives of homerooms or social studies classes (Vice-President presides)
Councils of Clubs and Activities
Representatives of each club (Treasurer presides)

Some student governments add variations, such as,: (1) election committees reporting to the legislative body, (2) class councils and ad hoc committees reporting to the student council, (3) fund-raising and calendar committees reporting to the council of clubs and activities, (4) a student leadership class reporting to the legislative body and the executive committee.

EVALUATION

The School Activities Program, including student government, should be evaluated annually. This can be done in a report by each school activity advisor and president, indicating the extent to which the goals were met. Each school activity should present its report to the coordinator and the principal. The student council may wish to obtain a reaction from the entire student body to the effectiveness of the total local School Activities Program. A valuable resource is Planning and Evaluating Student Activities Programs, Office of Student Activities, National Association of Secondary School Principals; Reston, Virginia, 22091; 1978.

RESOURCES

New York State Education Department
Division of Child Development, Parent Education and Pupil Support Services
Student Affairs Task Force
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Albany, New York 12234
(518) 474-3345

National Association of Secondary School Principals
1904 Association Drive
Reston, Virginia 22091
(703) 860-0200

National Association of Student Councils
1904 Association Drive
Reston, Virginia 22091
(703) 860-0200 Ext. 240

National Association of Activity Advisors
1904 Association Drive
Reston, Virginia 22091
(703) 860-0200 Ext. 240

National Association of Workshop Directors
Office of Student Activities
Jefferson County Schools
1209 Quail Street
Lakewood, Colorado 80215
(303) 231-2336

Student Activities Unlimited
827 Milwaukee Street
Denver, Colorado 80206
(303) 355-2838

Office of Student Affairs
New York City Board of Education
362 Schermerhorn Street
Room 217
Brooklyn, New York 11217
(212) 596-6240

National Humanistic Education Center
110 Spring Street
Saratoga, New York 12866
(518) 587-8770

The Leade. ship Lab
321 Mesa Lane
West Columbia, South Carolina 29169
(803) 794-1739

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Monrovia, California 91016
(213) 357-8881